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NOTES ON SCHOOL MANAGEMENT.

"SCHOOL MANAGEMENT" is in the minds of those most concerned a somewhat uncertain term. The course often given in normal schools and colleges under that name varies greatly in content. It is next to the course in "methods" in degree of variability. In many cases it is very specific, and when there is an attempt at general statement the result is none too successful. In our texts on the subject there is a range from books of rules to idealistic visions of harmonies. One of our great committees wrestled with the subject, somewhat as an aside, but from every standpoint there is an opportunity for good work still to be done in this field.

One of the difficulties has been that we are not clear as yet as to the foundations of the internal government of schools. Are they to be democratic or monarchical in organization? The principles worked out in general government, and having reference there to immediate participation by adult males only, rightly or wrongly, are considered by many inapplicable to an institution so largely, as far as daily routine is concerned, now in the hands of young women. Then, too, the massing of numbers of pupils makes the government forms of the home out of place in the school, and raises the question as to the extent to which these children and young people can function in the organization which exists to aid them in their growth.

The reports written by some of the city superintendents, and such works as Mrs. Young's *Isolation in the School*, are the most promising material that we have. Our need is more discussions which take a large view of the school as a growing organism working out its own statement of function. We have much petty self-consciousness so far, but little of the large consciousness which makes for progress in an economical manner.

The self-government movement, while often a fad, indicates an appreciation of collective interests which will contribute much of permanent value. The recognition which we find of

“school housekeeping,” as a part of the published school curriculum even for older students, will also help. The best teachers have always recognized the need of placing responsibility where it rightly belongs, but we are coming now to a larger recognition of what this means.

The higher training of teachers will before long make a number of strides forward. At present it is still hard to learn how to use school tools without at the same time becoming mechanical. The training systems make it hard to foster individual excellence. The result is two classes of teachers, a large number of one class forgetting the weightier matters in their devotion to the really valuable things that they have learned, while the greater number of the other class are hampered in realizing the vision they follow because no man has helped them to overcome the little difficulties which will not be ignored. Smaller training centers, in closer relation to actual conditions, with more efficient supervision there and later, promise to help us.

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